THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:**	Doctor of Education (EdD)
Programme QF Level	**:**	7
Course Title	**:**	Advanced Systematic Review of Health Research
Course Code	**:**	HCS7070
Department	**:**	Health and Physical Education
Credit Points	**:**	3
Contact Hours	**:**	39 (Directed Study option)
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	7

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This advanced level course is designed to provide students with a systematic way to review the primary research based on a set research question. They will learn to identify, select, synthesize and appraise the quality of research papers and the evidence relevant to the research question. On completion of this course, students will be able to collate the relevant evidence to address the specific research question. They will be able to apply the methods of systematic review to the design, analysis and interpretation of health research. They will learn how to minimize bias using these systematic methods that inform policy and health decisions.

2. Course Intended Learning Outcomes ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$ Synthesize the evidence to critically search and evaluate the relevant scientific literature;

$CILO_2$ develop a plan for a feasible data extraction process;

$CILO_3$ examine the validity, bias and confounding of different research methods;

$CILO_4$ plan a critical appraisal of a systematic review.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Principles of a systematic review	$CILO_1$	Tutorials, Case study, Discussion with supervisor
General methods for systematic review	$CILO_2$	
Identify the essential steps to conduct a systematic review	$CILO_{1,2,3}$	
Develop a systematic review / meta-analysis research protocol	$CILO_{1,2,3,4}$	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Tutorials: Students are required to have tutorials with the supervisor on various topics covering the contents of the course.	20%	*CILO*$_{1-4}$
(b) On-line discussion: Students are required to have discussion and give feedback to their supervisors on various topics covering the contents of the course.	20%	*CILO*$_{1-4}$
(c) Individual assignment: Students are required to submit an assignment to plan a critical appraisal of a systematic review with full details	60%	*CILO*$_{1-4}$

5. Required Text(s)

Higgins, J. P. T., Green, S. (editors).*Cochrane handbook for systematic reviews of interventions.* Version 5.1.0 [updated March 2011]. The Cochrane Collaboration, 2011. Available from www.cochrane-handbook.org

6. Recommended Readings

Boland, A., Cherry, M. G., Dickson, R. (2013). *Doing a systematic review: A student's guide.* London: Sage Publication Ltd.

Centre for Reviews and Dissemination. (2008). *Systematic reviews: CRD's guidance for undertaking reviews in health care*. CRD, University of York: York Publishing Services Ltd. Available from: http://www.york.ac.uk/inst/crd/pdf/Systematic_Reviews.pdf

Gough, D., Oliver, S. & Thomas, J. (2012). *An introduction to systematic reviews.* London: Sage Publication Ltd.

Hemingway, P. & Brereton, N. (2009). What is a Systematic Review?. *What is…? series,* (2nd ed), Available from: http://www.medicine.ox.ac.uk/bandolier/painres/download/whatis/Syst-review.pdf

Littell, J. H., Corcoran, J. & Pillai, V. (2008). *Systematic reviews and meta-analysis.* Oxford: Oxford University Press, Inc.

7. Related Web Resources

Centre for Evidence Based Medicine
http://www.cebm.net/

Centre for Systematic Review (CSR)
http://www.icddrb.org/what-we-do/health-programmes/health-and-family-planning-systems/centre-for-systematic-review-csr

The Cochrane Collaboration
http://www.cochrane.org/news/tags/centres/systematic-review-trainer-australasian-cochrane-centre-melbourne-vic-australia

Cochrane Library
https://www.cochranelibrary.com/

8. Related Journals

Annals of Internal Medicine
British Medical Journal
Evidence-Based Nursing
Journal of Health Services Research & Policy

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Other

Nil